DOCUMENT RESUME

ED 149 110 08 CE 014 346

TITLE	Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F--Guidance.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	38p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Conferences; *Data Collection; Evaluation Methods; Information Sources; *Learning Activities; Learning Experience; Observation; *Occupational Guidance; Performance Based Teacher Education; Post Secondary Education; Secondary Education; *Student Evaluation; Student Teacher Relationship; Teacher Education Curriculum; *Teaching Skills; *Vocational Education; Vocational Education Teachers

ABSTRACT

This second in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers help in identifying the types of student data that can be gathered through personal contacts and in developing skill in planning for and gathering appropriate data. The terminal objective for the module is to gather student data through personal contacts in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case scripts to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED149110

MODULE

F-2

Gather Student Data Through Personal Contacts

MODULE F-2 OF CATEGORY F—GUIDANCE
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joel H. Magisos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Copyright 1977 by The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until January 14, 1982. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with Department of Health, Education, and Welfare, National Institute of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

1977

ISBN 0-914452-15-0

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 546

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University 1960 Kenny Road Columbus Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Teachers need to know their students—their abilities, interests, needs, academic achievements, backgrounds, etc.—if they are to teach and guide them effectively. There are many techniques and sources that you, as a vocational teacher, can tap to gain this knowledge. You are probably familiar with the more formal techniques and sources such as cumulative records, sociograms, and anecdotal records. However, in addition, there are other, less formal methods for gathering information about your students. These techniques include observation of students, and personal contacts with students, their parents, and other staff members.

The interpersonal relationships established through personal contacts, and the firsthand, personal knowledge gained through your own observation of students, can provide you with valuable additional insights and information to **confirm** and **supplement** data found in written records. For example, through personal contacts, you can gain insights into attitudes and values only revealed in one-to-one contacts.

This module addresses the importance of using personal contacts to **gather** data about students. However, you should not forget that gathering data is not your final goal. Your final goal is to **use** the data you gather in order to help your students develop academically, vocationally, and personally. Gathering data is only a tool toward this end; using data for this purpose will be discussed in other modules in this category.

This module is designed to help you identify the types of student data you can gather through personal contacts, and will give you skill in planning for and gathering appropriate data.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, gather student data through personal contacts. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34 (Learning Experience IV).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for gathering student data through personal contacts (*Learning Experience I*).
2. Given a case script of a teacher conducting a parent-teacher-student conference, critique the performance of that teacher (*Learning Experience II*).
3. For simulated situations, plan personal contacts to gather student data (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in gathering student data using formal data-gathering techniques. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Gather Student Data Using Formal Data-Collection Techniques*, Module F–1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

No outside resources

Learning Experience III

No outside resources

Learning Experience IV

Required

An actual school situation in which you can gather student data through personal contacts.

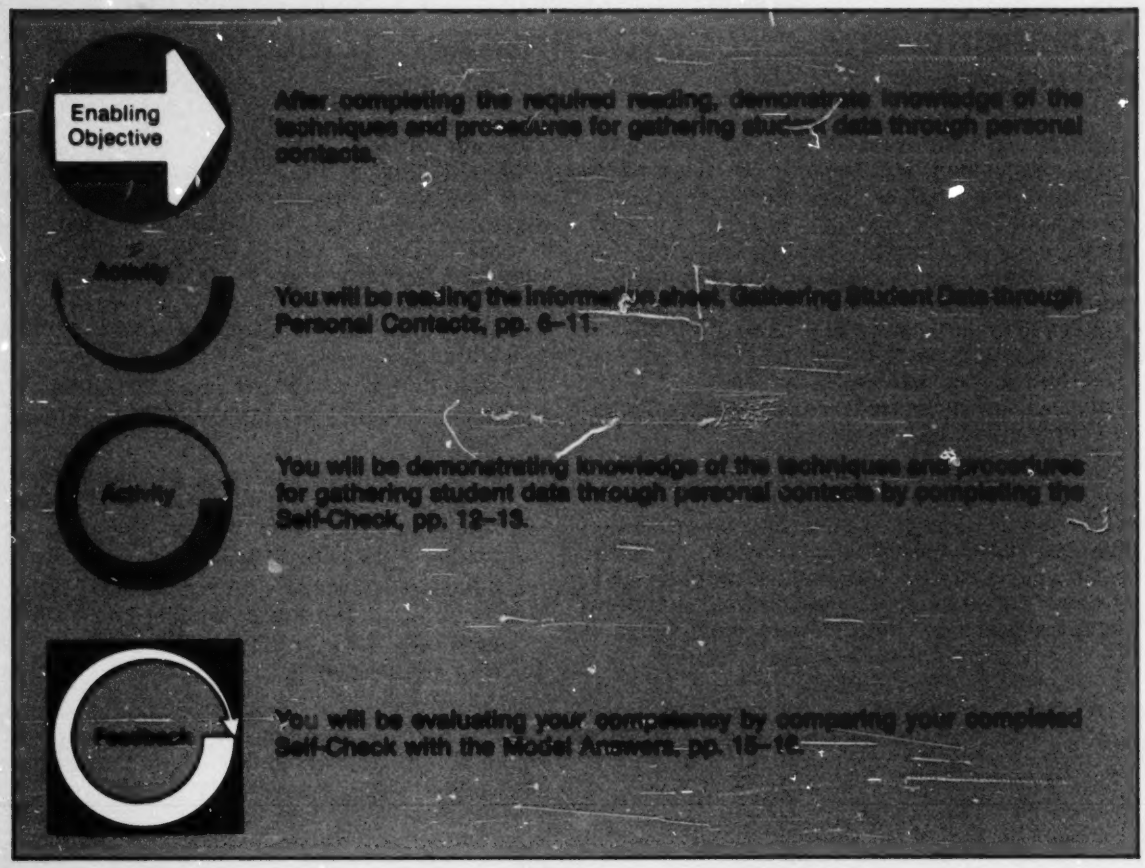
A resource person to assess your competency in gathering student data through personal contacts.

This module covers performance element numbers 209, 212, 214–216, 222, 226 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the techniques and procedures for gathering student data through personal contacts.
Activity
You will be reading the Information sheet, Gathering Student Data through Personal Contacts, pp. 6–11.
Activity
You will be demonstrating knowledge of the techniques and procedures for gathering student data through personal contacts by completing the Self-Check, pp. 12–13.
Feedback
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 15–16.

Activity

For information about techniques for gathering information about students through personal contacts with students, students' parents, other teachers, and the guidance staff, read the following information sheet:

GATHERING STUDENT DATA THROUGH PERSONAL CONTACTS

In order to help students develop personally, academically, and vocationally, teachers need a broad knowledge of their students' personal characteristics, abilities, interests, needs, academic achievements, and backgrounds. Although much can be learned about students through formal data-collection techniques (e.g., cumulative records, anecdotal records, autobiographies, sociograms, standardized tests), there are other, less formal, techniques for gathering information which will confirm and supplement what you know about your students.

For example, examination of a student's cumulative record and autobiography can tell you much about a student's strengths, weaknesses, interests, home background. However, a home visit in which you meet and establish rapport with a student's parents can provide information and insights only available through personal contact.

Keeping an anecdotal record on a student who is having a problem can give you useful data with which to work in helping the student. This type of data needs to be supplemented, however, by data received from less formal techniques. Maintaining an open door policy so the student feels free to discuss his/her concerns, or informally discussing the student's problems and/or progress with other teachers, can increase your understanding of the student and his/her needs.

The success of the personal contact as a means of gathering (or confirming) student data, and of gaining insight into numerous factors affecting the student's development and adjustment, depends to a great extent on your ability to use such contacts effectively. Whenever a student has been identified as one who is in need of further study or assistance, you need to raise and answer several questions.

- What do I already know about the student?
- What more do I need to know about the student?
- What are my best sources of information? (written records? . . . other teachers? . . . the student himself/herself?)
- Whom should I contact?
- How should I prepare for the contact? (What background information should I get? What questions should I ask?)
- How should I conduct the contact?

Much of the success in learning about students through personal contacts depends on your attitude. You must learn to listen. You may not always agree with the student or parent, but you should listen. You should display a sincere interest in the student as a person. You should encourage a two-way exchange of information by showing an attitude of empathy and understanding. In addition, you should be tactful and treat information professionally. Confidentiality should be respected, and any discussion of the student should be limited to other professionals who share an interest in helping the student.

Students should be able to feel that your door is open to them. They should be **encouraged** to initiate personal contacts when they feel the need to express their concerns or when they wish to talk about their aspirations and goals.

Ideally, parents, teachers, and students should be in communication concerning **all** aspects of the student's growth and adjustment, both positive and negative. Realistically, most planned conferences are **problem oriented;** however, vocational teachers are in a unique position since their participation in conferences and home visits is frequently an integral part of their instructional re-

sponsibility. Such contacts are initiated in connection with planning learning experiences related to their program. This is particularly true of teachers in such programs as agriculture, home economics, OWE (Occupational Work Experience), and cooperative education.

Observation of Students

You can learn much about students by observing their reactions in a variety of situations—in the classroom, in the halls going from class to class, at school social or sports events, during the lunch hour, or during study periods. Through observation, supplemented by other sources of data such as classroom performance, test results, and cumulative record information, you often can identify students with problems.

Academic, social, or emotional problems can seriously interfere with students' personal and educational development. They may be working considerably below their ability; they may have trouble getting along with their teachers and classmates; they may show symptoms of fatigue or lack of sleep. Any of these problems can seriously interfere with their school work.

Over-aggressiveness or withdrawal may be observable symptoms of deeper problems. Students with problems that may eventually become serious handicaps to their development often send out distress signals which you should recognize as signs of maladjustment. When you observe and identify such signs you have taken the first step in helping a student toward better adjustment. In addition to identifying students needing assistance and getting clues to needed action, you will occasionally be in a position to give students a motivational boost. This boost can be provided by noting evidences of extra effort or good interpersonal relations and complimenting students for such behavior.

The following suggestions are intended as a guide to help you in your observation of students.

- Be careful that the student doesn't feel that he/she is being observed more frequently than peers. He/she might feel that being watched is an invasion of privacy and in all probability the student's actions and reactions would then not be natural.
- Try not to let personal biases color your judgment when observing a student. Make an effort to be objective about his/her strengths and weaknesses.
- Compare your observations with those of other teachers who have the student in their classes, but be professional, not "gossipy."
- If you observe behavior that you consider significant, you should record such behavior in anecdotal form for inclusion in the student's record.
- When you observe positive incidents, compliment the student involved. When you observe distress signals, initiate the action necessary to get full information and provide needed assistance.

Typical questions to which you might seek answers by student observation include—

- What is the student's attitude toward school in general? . . . toward the course? . . . toward others?
- Does the student show signs of physical or emotional problems or fatigue?
- Does the student appear to use his/her (free) time effectively?
- Does the student seem to have friends? . . . to get along easily with others?

Careful observation of any student whom you feel may be struggling with (or failing to face up to)

a problem situation can help you to determine the need for conferring—and possibly collaborating—with others, including other staff members, the parents, or the student himself/herself.

Teacher Conferences (Other Teachers and Counselors)

Teachers can do a better job of helping students if they work closely with other teachers and counselors. By conferring with other professionals, you can often supplement or confirm what you have learned about students. Information about a student takes on greater significance if it is gathered from a variety of individuals involved with the student, since each person involved may have different insights into the problem. It should be stressed again that such combined insights should result in changes in your behavior and attitude as well as those of the student.

You should be able to identify students who should be referred to trained counselors or other specialists, and should use such professionals to help you interpret student behavior. Through the combined efforts of professionals interested in helping the student, it may be more easily possible to identify those individuals who are potential dropouts, who have learning difficulties, or who are undermotivated. Such students can present problems to the school, to the community, and to themselves.

The first step in helping any student is an honest, objective evaluation of his/her strengths and weaknesses. Frequently, this is difficult to accomplish without personal biases getting in the way. If your class is being disrupted by an unruly student, it may be hard to maintain an attitude of objectivity. This makes it important to gain insight from other teachers who have the student in class. Often, they and/or a counselor can be helpful in sorting out the objective facts from the biased opinions so that solutions to problems can more easily emerge.

It is quite possible that other teachers who have your students in their class may have conflicting views about the same student. This does not necessarily imply one view as being more accurate than another. Students are apt to behave differently in different situations. It can be helpful to you and other teachers to become aware of this and try to analyze the reasons, frequently with the help of the counselor.

The following suggestions will help you in conducting a conference with other staff members.

- Make careful plans. Decide what information you want from the other staff members.
- Ensure privacy.
- Arrange for someone to take careful notes of the points discussed and recommendations made.
- Listen attentively. All opinions submitted by the counselor and other teachers should be considered significant even though (or because) they differ from your own.
- All participants should be professional and objective in discussing the student. They should treat the information gained with confidentiality and share it only with other professionals who have an identified need for it.
- End on a note of continuing cooperation and, if necessary, schedule a future conference.

An effective conference with a counselor and/or with other teachers should provide you with additional insight concerning the student in question. Particular questions which may be answered include:

- Does the student's attitude (or behavior, or problem) seem to vary from one class (or one teacher) to another?
- Does information from other staff members confirm (or augment) your personal observations and opinions?
- Is there a need for additional testing or other more formalized data gathering?
- Have the parents been contacted by the counselor or another teacher? If so, with what results? If not, should a contact be made?
- What additional information is needed, and how should it be obtained?
- Does the problem need to be redefined on the basis of additional information or insight gained?

You may sometimes need help in dealing with students' special problems. Counselors are

trained to give such help. An effective conference with a counselor may sometimes end in the referral of the student for counseling help beyond that which you have the time or the training to provide.

Most professional educators would probably agree that information and recommendations from several involved individuals are valuable. Teachers and counselors may not have time to schedule these conferences regularly. One approach to meeting communication needs among professionals might be the regular scheduling of a period for each vocational teacher to meet with a counselor to discuss concerns and problems. If the situation seems to warrant further action, the counselor might then schedule a case conference involving other professional staff members.

Teacher Conferences (Parents and Students)

Although teacher-parent conferences are occasionally initiated by the parent, more frequently it is the teacher who requests the conference, schedules it, and does the necessary planning. In setting up the conference, you need to identify why the conference is needed, what information is sought, and how best to get the information needed.

In establishing the reason for the conference, it is important that you keep in mind that a successful conference implies a two-way exchange of information and suggestions. A productive conference will help both you and the parents to achieve a better understanding of the student. Some parents find satisfaction in assuming a more active role in their son's or daughter's educational development. And, you can become better equipped to deal with problems because you have gained better insight into the student's character, personality, background, and interests.

Since the conference is to be a two-way exchange, you may hope to gain information such as—

- the parents' interpretation of how the student reacts to school and, in particular, to your subject area
- the student's physical health and emotional well-being
- the student's activities outside of school
- the types of discipline and motivation that work best in the home
- the student's hobbies, interests, and abilities
- the student's home or job responsibilities
- the kind of environment in which the student reads or does his/her homework
- the attitudes and values evident in the home situation
- insights which will help clarify (or even redefine) the problem and identify possible needed action

The types of information and the insights parents may hope to gain from a teacher-parent conference and which you should be prepared to provide include—

- how well the student is progressing in your curriculum area and how the course relates to the student's education and vocational planning
- how they can help their son or daughter
- whether the student is achieving up to his/her ability
- whether you appear to be interested in their son or daughter and show a positive, helpful attitude
- whether you understand and agree with their aspirations for the student

At times it is productive to have a three-way conference including the teacher, parents, and student. This type of conference may or may not be preceded by a brief session between the teacher and parents. A need for this type of session should be determined by the situation. Sometimes, parents need to be given some background information on the reason for initiating the conference without the student being present. Some parents may not be as candid in providing needed background information in the presence of the student.

During a three-way conference, it is important that the student be encouraged to give his/her views as to whether the situation has been described fairly and objectively. The student should not be included in the conference simply to defend himself/herself against charges made by you or his/her parents. Rather, the student should be encouraged to help clarify the problem and contribute to its solution. An effort should be made, particularly on your part, to keep the conference on a positive, productive level so that it does not result in an estrangement between any of the parties involved.

There are times when it may be appropriate to hold a conference with a single student or with a group of students. This kind of direct student-teacher contact, without the presence of parents

or counselors, can be an important means of gathering student data through personal contacts. Students may feel more relaxed if they are meeting privately with you, or if they are in the company of a group of peers. They may be more receptive to your interest and more willing to discuss hopes, fears, problems, needs, etc.

The following is a checklist for planning and conducting a successful conference.

- Make careful plans. If teacher-initiated, have a list of points to be covered.
- Gather and analyze pertinent information in advance. (Sometimes a conference with a counselor or another teacher may be needed in preparation for a conference with parents.)
- Ensure privacy.
- Arrange a comfortable setting. Place chairs so that your desk does not serve as a barrier between participants. Try to greet visitors at the door.
- Begin on a friendly, positive note and work to establish rapport.
- Listen attentively and encourage parents and students to talk.
- Encourage suggestions and delay making suggestions of your own.
- Try to avoid expressions that create a very negative impression. "Uncooperative" might be replaced with "needs to learn to work with others." Do not use "lazy," but refer to a student's not working up to his/her ability level.
- Be prepared to explain the objectives of your course.
- Be informed about school policies and curriculum.
- Be informed regarding resources the parent may want to know about such as library services, counseling, remedial reading, etc.
- Summarize points covered.
- End on a note of continuing cooperation and, if necessary, schedule a future conference. Emphasize your availability to both parents and students if they feel the need to see you.
- Treat the information gained with confidentiality and share it only with other professionals who have an identified need for it.

Home Visits

Some vocational teachers are required to maintain channels of communication with students and parents during the school and summer months as part of their teaching responsibilities. This is especially true of agriculture and home economics programs. However, the primary purpose of home

visits, as discussed here, is to gain information which will help you understand and serve the student better.

If you have identified a problem and feel that the student's home situation may be a contributing factor, a visit to the home may provide insight into the problem and its solution. You may be aware of a student's apathy and apparent lack of interest in classroom participation. It may take a home visit to find out that the student is not getting sufficient rest, or that the environment is not conducive to good study habits.

A diagnostic reading test may reveal a student's reading problems, but it may require a home visit for you to learn that little reading goes on in the home and that library habits have never been encouraged. In some instances, parents will cooperate in a home visit when they have been unable or unwilling to come to the school, or when both parents can't come at the same time.

Regardless of what motivates you to visit the home, there are certain procedures that should be carefully observed. In addition to the following suggestions which pertain specifically to home visits, most of the points listed on pp. 9–10 relating to teacher, parent-student conferences are also pertinent.

- Be sure to have a logical reason for making a visit to the home rather than arranging for a parent conference at the school.
- Call the home to request permission for the visit and take care to arrange a time convenient to the parents (both parents, if possible).
- Plan in advance what information you need and then tailor your questions accordingly. Your information needs will vary with the nature of the student problem, but will include one or more of the following broad areas.
  - What is the parents' understanding of the situation and their attitude toward it?

    - What information can the parents supply to give you additional insights needed?
    - How can the parents contribute to the solution of the problem, and will they?
- Specific questions must be planned for each different home visit, depending on the nature of the problem and the information needs remaining at the time of the visit.
- Display an interested, positive attitude that will assure parents that you want to help their son or daughter.
- Contact parents following the visit to thank them and assure them of continued interest and cooperation.

While the use of home visits at the secondary level is relatively rare, except as they relate to specific vocational education instructional activities, much of value can be learned if teachers have the time for, and will take the trouble to, visit a student's home.

The following items check your comprehension of the material in the information sheet, Gathering Student Data through Personal Contacts, pp. 6–11. Each of the five items requires a short essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. How can personal contacts with students, parents, or other staff members increase your knowledge and understanding of students?

2. How does a teacher's attitude affect his/her ability to learn about students through personal contacts?

3. Explain the major differences between the way you might handle a conference with a parent and a conference with other staff members.

4. Discuss observation of students as an information-gathering technique.

5. Explain why a home visit is sometimes preferable to a teacher-parent conference at school.

NOTES

Compare your completed written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Personal contacts often provide information and insights not available in cumulative records, anecdotal records, autobiographies, etc. For example, conferences with parents and students can uncover the reasons for a behavior problem noted in an anecdotal record, or fill in information about a student's home situation not revealed in an autobiography.

   Often, other teachers have similar concerns about a student and may be able to suggest ways to deal with a problem situation. A counselor may be able to explain apparent inconsistencies in a student's record.

   Personal contacts are not a substitute for more formal data-gathering techniques. They do, however, provide the depth of understanding which is sometimes only possible through one-to-one relationships with people.

2. Teachers who are open, cooperative, and receptive to students' needs will generally be more effective in their personal contacts with students, parents, and other staff members. On the other hand, if a teacher feels that students are a nuisance, or that there are more important things to do, students will sense the teacher's apathy or hostility, and will go elsewhere for help.

   An inaccessible teacher (one who does not maintain an open door policy) cuts off opportunities to gain more than a "paper picture" of students. A teacher who is judgmental, who sees only one side (his/her own) will have difficulty communicating well with students, parents, or other staff members. The teacher will hear and see only what he/she expects to hear and see. Just as students' attitudes can affect their ability to learn a skill, so a teacher's attitude can affect the teacher's ability to learn more about students.

3. The atmosphere at a parent-teacher conference will differ from that of a conference with other staff members, and this will affect the way in which you conduct the conference. Staff members know each other better and are familiar with the school and its rules, policies, and procedures. You need to spend time establishing rapport with parents, putting them at ease. You may also need to acquaint them with background information on school policies, curriculum, objectives of the course in which their son or daughter is enrolled, etc.

4. If you observe students as they react in a variety of situations, you can often gain insights into their needs, interests, and behavior. Is the student who refuses to speak before the class highly verbal with his/her peers? Does the student who is reserved or perhaps hostile with one teacher become open and friendly with another?

   In addition, if you are observing a student's behavior, you can reinforce positive behavior when it occurs. You can also compare your observations with those of other teachers, thus confirming or supplementing your own knowledge of students.

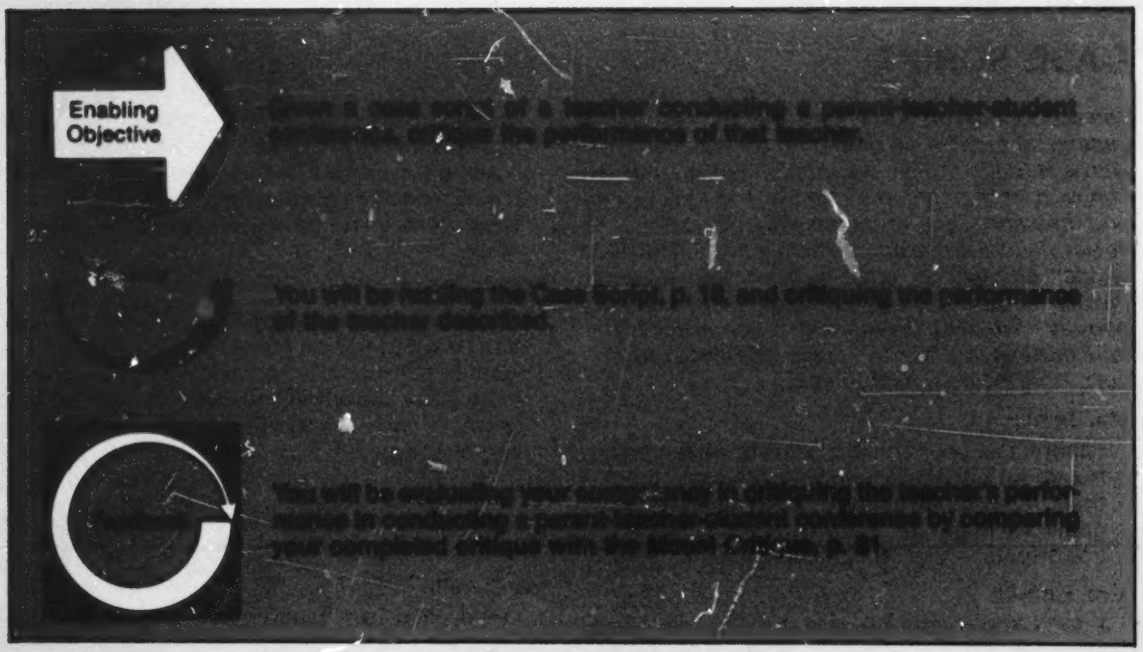
5. In addition to home visits related to occupational experience programs, there are other instances when a home visit may be in order. Sometimes parents are either unwilling or unable to come to school for a conference. A home visit can give the teacher insights into the home situation and any factors contributing to a problem the student may have. For example, if there is a poor study environment in the home, or if the student is expected to babysit nightly for five brothers and sisters, this may explain slipping grades or lack of energy.

   Then, too, visiting parents in their own home can be more conducive to establishing rapport. Parents sometimes feel uncomfortable in the more formal atmosphere of the school, which they may associate with "authority" and the need to be on "best behavior."

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Gathering Student Data through Personal Contacts, pp. 6–11, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Activity

Read the following Case Script describing how Ms. Jamison, a vocational teacher, handled a three-way conference involving a student and his parents. As you read, try to determine what Ms. Jamison is doing right and what she is doing wrong. At the end of the Case Script are some questions. Use these questions to guide you in preparing a written critique of Ms. Jamison's performance in handling a student-parent-teacher conference.

CASE SCRIPT

The school day has just ended and Ms. Jamison, a vocational teacher, is preparing for a conference with a student and his parents. She lines up three chairs in front of her desk for Mr. and Mrs. Corelli and their son, Tony, and then sits behind the desk as her visitors arrive and take their seats. The door is open and two of Tony's buddies are waiting in the hall for Tony, curious to find out why he and his parents have been called in for a conference. The four participants in the conference begin to discuss Tony's career aspirations.

Ms. Jamison:

I appreciate your coming. Tony has been telling me about his plans following graduation and I thought, since we are all interested in his career goals, we might get together and talk about the opportunities that will be open for him.

Mrs. Corelli:

I don't know what there is to talk about. Tony says he likes his auto mechanics course and that's what he wants to be.

Mr. Corelli:

You should see our backyard. Tony spends most of his spare time out there fooling around with old cars he buys for practically nothing. He must be pretty good. He's made all his own spending money for the last couple of years fixing up those old junkers and selling them.

Ms. Jamison:

Yes, I'm sure he's very good, but Tony's achievement test scores and his grades in all his subjects indicate that he should probably be going to college. Have you given any serious thought to college, Tony?

Tony:

Yeah, I've thought about it and I guess if I got some sort of a part-time job, my folks would probably help me get through, but well, you know, what I'm interested in doing, I won't need college for. There's a tech school right here in town if I decide I want some more training after I finish here. If I do go there, I can go on living at home.

Ms. Jamison:

But Tony, you would be wasting your abilities. You owe it to yourself to set your sights higher. I want to go over your records with you and your folks. They show that you could become almost anything you want to be. There's law, medicine, engineering . . .

Mrs. Corelli:

It would be kinda nice to have a doctor in the family.

Mr. Corelli:

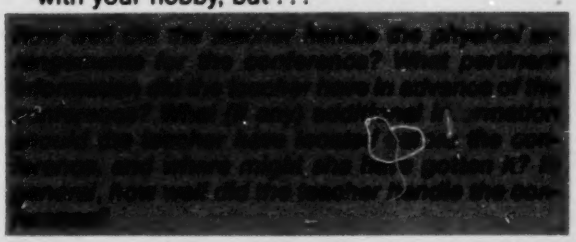
I think what Tony want to do with his life is up to Tony. If he wants to be an auto mechanic, I think he'll be a good one. Y'know, there's nothing wrong with getting your hands dirty.

Tony:

I guess there's something about getting an engine to run smoothly that—well, you know, makes me feel good.

Ms. Jamison:

I think it's fine, Tony, that you enjoy playing around with cars and can even earn a few dollars with your hobby, but . . .



NOTES

20

Compare your completed written critique of the Case Script with the Model Critique given below. Your critique need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

The physical arrangements for the conference were not very good. The teacher sat behind the desk and had the others lined up in front of the desk. Not only does this add to the distance between parents and teacher, but also creates an atmosphere with little warmth and informality. The teacher also left the door open, arousing the curiosity of other students and destroying the privacy of the conference.

Ms. Jamison apparently had checked Tony's cumulative record and noted his capability for success in college. She knew of Tony's plan to become an auto mechanic through prior discussions with Tony.

The teacher went into the conference with little information to aid Tony in recognizing his interests and their relationship to the world of work. It would have been beneficial to bring to the conference information on careers in auto mechanics and related fields as well as information on the opportunities presently available in the field.

Taking into account Tony's abilities and interests, the teacher could have brought information on education beyond high school (technical school, college, vocational training, etc.).Using the school counselor, auto mechanics instructor, or the school's career information resources, the teacher could give Tony information that might help him explore his interests, abilities, and career opportunities further, and either confirm or change his plans.

The teacher handled the conference poorly. Rather than deal with the interests, abilities, and needs of Tony, she seemed to be trying to convince Tony and his parents that he should go to college. She didn't seek any additional information from Tony or his parents and she didn't accept what they volunteered; she was biased and judgmental. Either she didn't understand or she ignored any career opportunities in Tony's field of interest.

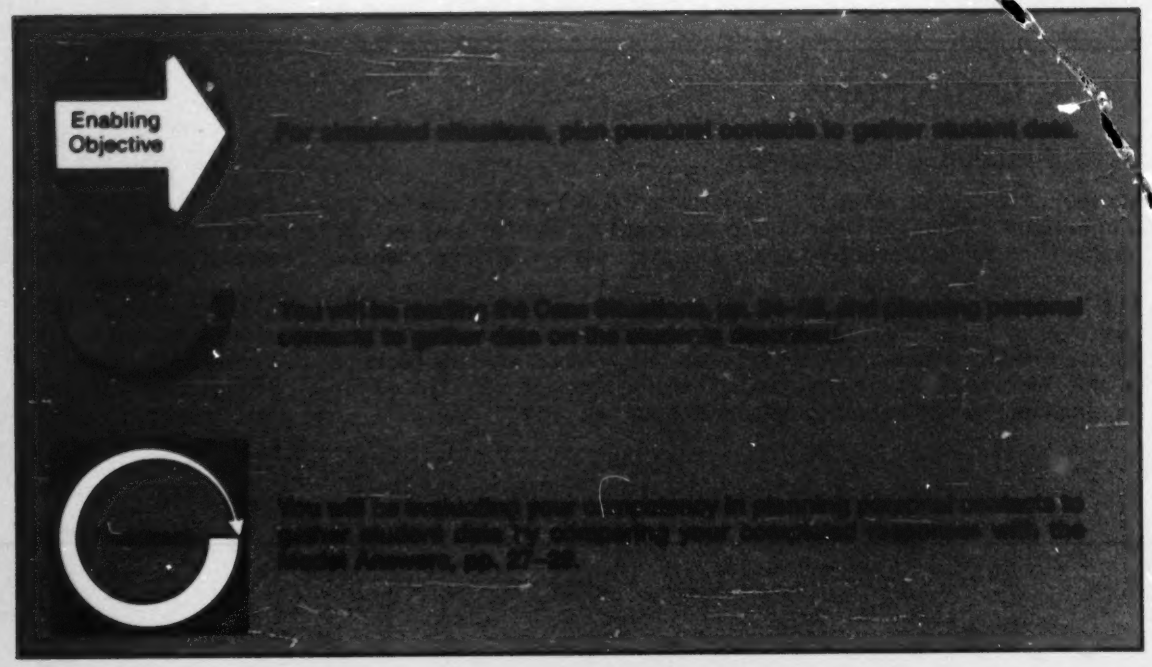
LEVEL OF PERFORMANCE: Your completed critique of the Case Script should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Gathering Student Data through Personal Contacts, pp. 6–11, or check with your resource person if necessary.

NOTES

22

Learning Experience III

OVERVIEW



Read the following Case Situations describing incidents which require the teachers involved to gather additional information about students and to hold some sort of conference. After reading each situation, **outline in writing** (1) what the problem is, (2) what background information is needed and how this information can be obtained, (3) what type of conference should be held, with whom, to obtain what information, and (4) what actions should be taken by the teacher following the conference.

CASE SITUATIONS

Case Situation 1: Amy Larson

Ms. Richards is the supervisor of Cosmetology in Larabee Vocational School. As part of her cosmetology program, the services of the students are available one day a week to community members who are charged only for the cost of materials. This system provides her students with actual work experience.

She has just finished soothing a very angry customer who had come in to have her hair done. The customer said that Amy Larson, the student who had fixed her hair, had done a poor job of combing out the set. She also stated that Amy had been "sassy" when she, the customer, had complained about the set. Ms. Richards is quite perplexed by this customer's remarks since Amy is a good student and this is the only time someone has complained about her.

Case Situation 2: Mark Rodgers

Mark Rodgers is currently doing his occupational work experience in the produce department of a large supermarket. He recently lost his OWE job pumping gas at a service station because his mother had gone to the station manager twice and complained. She had stated that she did not feel that Mark should be working out-of-doors in bad weather. The station manager called the program coordinator and asked that Mark be replaced.

Now Mark's mother has called both the store manager and the coordinator to complain that she feels Mark is lifting heavier crates and cartons than is good for a boy his age. The employer has in turn called the coordinator.

Case Situation 3: Todd Jasper

Todd Jasper is an eleventh grade vocational student whose major interests and hobbies are in the area of electronics. He often stays after school to clean up the shop and work on a project, the assembling of a hi-fi system, with which the teacher is giving some help and advice.

Todd is a below average student in all areas other than electronics. His grades are barely passing in math, English, and social studies. His parents, both college graduates, are in comfortable circumstances.

Todd, in one of his after-school sessions, talks with the teacher about his educational and vocational plans. He says that he intends to go to college and plans to become an electronic engineer.

25

Case Situation 4: Allan Parker

Allan Parker is a first-semester senior student in vocational agriculture. Allan lives on a 200-acre farm a few miles from the school. Farm income is derived from dairy cattle and cattle feed crops. Allan's four-year Occupational Experience Program involves a ten percent share in a sixty-cow herd on the home farm.

Allan had been a well-above-average student until his senior year. He has a late model car and drives it to and from school instead of riding the bus. He has cut class several times in the last few weeks and has been late quite frequently. His excuse is always the same—that he has had to work late the night before and consequently overslept.

His vocational agriculture class is the first in the day. He does very well when he studies, but frequently fails to hand in assignments on time and is not keeping his record book up to date. The record book is an important part of his Occupational Experience Program and involves keeping an accurate record of expenditures and profits in his program.

Allan is working nights at a fast food restaurant. He says he is working to save money for college. He plans to go to the state university to continue his studies in agriculture. There are farm chores related to his Occupational Experience Program that he must complete before leaving school. The teacher is concerned because his grades are slipping and this may affect his college plans. The teacher also feels the need for a firsthand check on the status of his Occupational Experience Program.

Compare your completed written responses to the Case Situations with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

Case Situation 1: Amy Larson

1. **What is the problem?**

   A customer has made a complaint about Amy's work and reaction to criticism.

2. **What background information on Amy and on this situation does Ms. Richards need? Where can she obtain this information?**

   Ms. Richards needs to meet with the customer to find out the customer's version of what happened—what, exactly, gave her the impression that Amy was being "sassy"? In addition, she ought to discover what the customer expects from students in training (her expectations may be unrealistic), and what her previous experience has been with school trainees, if any. In other words, she needs to investigate to what extent the customer herself contributed to the problem.

   As her teacher, Ms. Richards should have been **observing** Amy all along, and therefore should know (1) the quality of her work, (2) her attitude toward criticism or suggestions, (3) the nature of her relationships with customers, (4) her personal appearance and grooming, etc.

   In addition, Ms. Richards should have on file, or should have access to, information pertaining to Amy's grades, class attendance record, work in other classes, etc. This sort of information can give her a clue as to whether this episode was just an isolated incident (everyone has a bad day once in a while), or part of a pattern.

3. **What type of conference should be held? . . . with whom? What information should Ms. Richards plan to obtain during the conference?**

   Ms. Richards needs to schedule a teacher-student conference with Amy. Aside from checking her "mental" and actual records on Amy and speaking to the customer, Ms. Richards needs to develop some questions to elicit certain information during the conference. It is probably unncesssary (and unwise) to write these questions down, but she should know in advance that she will be (1) asking for a description of the incident from Amy's point of view, (2) discussing whether Amy feels the complaint was justified, (3) discovering whether any unusual circumstances (e.g., problems at home or at school) caused Amy's reaction, (4) eliciting suggestions from Amy as to ways to rectify the situation, and (5) discussing Amy's attitude toward her chosen vocation.

   In addition, Ms. Richards should decide in advance what information or insight she wants **Amy** to gain from the conference: e.g., the importance of good customer relations to a cosmetologist.

4. **What action should Ms. Richards take following the conference?**

   Ms. Richards should continue to observe Amy to note any recurrence of the behavior. If the conference seems to justify it, she might start an anecdotal record on Amy, or have a discussion with the counselor, or with Amy's parents. The actions she takes will depend on what she learns during her talk with Amy.

Case Situation 2: Mark Rodgers

1. **What is the problem?**

   The student's occupational work experience program is being jeopardized by an overprotective mother.

2. **What background information on Mark and on this situation does the coordinator need? Where can the coordinator obtain this information?**

   The coordinator needs to make certain that Mark's mother is, in fact, being over-protective. Is Mark unable to handle the jobs on which he has been placed? The most obvious source of this information is the employers for whom Mark has worked. These people should be con-

tacted and asked questions such as: How has Mark performed on the job? What has been his attitude toward performing assigned tasks? How is his attendance and punctuality?

Another source would be the coordinator himself/herself. Mark's performance on jobs and behavior in class as observed by the coordinator could indicate Mark's ability and attitude.

A third source would be Mark's cumulative records, from which the coordinator can obtain information about Mark's health record, attendance record, and home situation. He/she could check any anecdotal records in the folder, and examine any records of communications between the school and Mark's mother.

3. **What type of conference should be held? . . . with whom? What information should the coordinator plan to obtain during the conference?**

   Having gathered information pertaining to Mark's performance, ability, and attitude, the coordinator needs to obtain additional information during a home visit or in-school conference with Mark's mother. For example, he/she will want to discuss with Mark's mother the reasons for her concern about Mark's health and ability to perform physical tasks. Are there any physical conditions not on record at school that would necessitate restricting his activities?

   If not, the coordinator will probably want to be prepared to (1) review with Mark's mother the purposes and benefits of the occupational work experience program, (2) point out the danger of unwarranted parental interference, (3) suggest that she bring any future concerns to the coordinator rather than to the employer, and (4) review with her the Child Labor Laws and their enforcement. Naturally, the coordinator should be mentally prepared to establish rapport with Mark's mother, and to observe the home situation (if he/she felt a home visit was warranted) without making any obvious judgments.

4. **What action should the coordinator take following the conference?**

   If the contact has resulted in improved understanding between Mark, Mark's mother, and the coordinator, then a call or a note to Mark's mother to assure her of the coordinator's continued interest and concern would be in order. Whatever the result, the coordinator should call the employer to clarify the situation and discuss Mark's future on the job.

Case Situation 3: Todd Jasper

1. **What is the problem?**

   The student's educational and vocational aspirations appear to be higher than his academic potential.

2. **What background information on Todd and on this situation does the teacher need? Where can the teacher obtain this information?**

   The teacher already has some information about Todd's work in other subjects, but he/she also needs to review Todd's cumulative records to obtain specific information on his grades, standardized test scores, interests and hobbies, and educational and vocational aspirations. With this information the teacher can intelligently discuss Todd's seemingly unrealistic plans with the counselor.

   Other teachers could provide information on Todd's attitude and achievement in their classes. Through observation, the teacher already has firsthand information on Todd's performance in the electronics shop and in related instruction. With this kind of information, the teacher can put the counselor "in the picture" as regards Todd and his plans, and be prepared to ask pertinent questions.

3. **What type of conference should be held? . . . with whom? What information should the teacher plan to obtain during the conference?**

   The teacher needs to schedule a teacher-counselor conference, and to outline, perhaps in writing, the kinds of information he/she is seeking from the conference with the counselor. Initially, the teacher will want to obtain the counselor's estimate of Todd's potential for college or other training beyond high school. They will probably discuss the need for additional testing to determine whether Todd's aspirations are completely out of line with his abilities.

   The teacher will also want specific information on general college admissions requirements and those related specifically to electronic engineering, so that he/she can give Todd a realistic picture of his chances of being admitted to a college or university. In order to broaden Todd's horizons in terms of the options open to a person with his interests and abilities, the teacher will want to obtain from the counselor sources of occupational information concerning electronic engineering. The teacher will also want to obtain information on other career options related to Todd's interests and abilities.

28

4. **What action should the teacher take following the conference?**

   The teacher should plan to have a conference with Todd to discuss his future plans. Based on his/her discussion with the counselor, the teacher may well decide that Todd should be referred to the counselor for help with his educational and career planning.

Case Situation 4: Allan Parker

1. **What is the problem?**

   Allan's grades are dropping and he is not handing in assignments on time. He has been late for class and has cut class several times. In addition, Allan is not keeping the record book related to his occupational experience program up to date. His behavior is jeopardizing his chances for admission to college.

2. **What background information on Allan and on this situation does the teacher need? Where can the teacher obtain this information?**

   It appears that Allan's problem is being caused by external factors, and not by any lack of ability or motivation. However, the teacher should nevertheless check Allan's cumulative records (test scores, grades, health record, attendance and tardiness record, vocational and educational plans) to verify that the problem is of recent origin and to familiarize himself/herself with Allan's interests and abilities.

   Through personal observation, the teacher would already have information regarding the quality of Allan's classroom performance, and the progress of his occupational experience program as reflected in the record book. The teacher would also need a general insight into this type of problem and what can be done to help students in this situation. This information could be obtained from the counselor, who might also be able to add additional information from Allan's records or from his/her own contacts with Allan.

   The teacher would also want to know how Allan is performing in his other classes and whether the same problem exists there. Discussions with other teachers would provide this information.

3. **What type of conference should be held? . . . with whom? What information should the teacher plan to obtain during the conference?**

   A three-way conference could be scheduled (parents-teacher-student) or a home visit could be made. There are certain questions that the teacher should be prepared to ask Allan's parents, and certain concerns that he/she will want to discuss with them. Does Allan really need to work nights? Is the car a necessity? Is his occupational experience program being neglected?

   Without being judgmental, the teacher should discuss with Allan's parents how much time he must spend on morning and evening chores related to his program, and whether or not he has adequate time for homework and rest. The teacher should be prepared to stress the seriousness of the problem in light of Allan's college plans, and to review college admissions requirements.

   Obviously, the teacher will want to discover how Allan's parents feel about a college education for their son, and about his aspirations. If they feel positively about Allan's plans, then the teacher will no doubt be able to enlist their cooperation along with Allan's in working out a satisfactory solution to Allan's overextending himself.

4. **What action should the teacher take following the conference?**

   After recording the results of the conference, the teacher should plan to use the information obtained. For example, if Allan's parents indicated that they could not afford to help him financially, the teacher might set up a meeting with the counselor in which he/she could advise Allan on applying for financial aid. Follow-up meetings with Allan would be in order, as would a note or call to Allan's parents to keep lines of communication open.

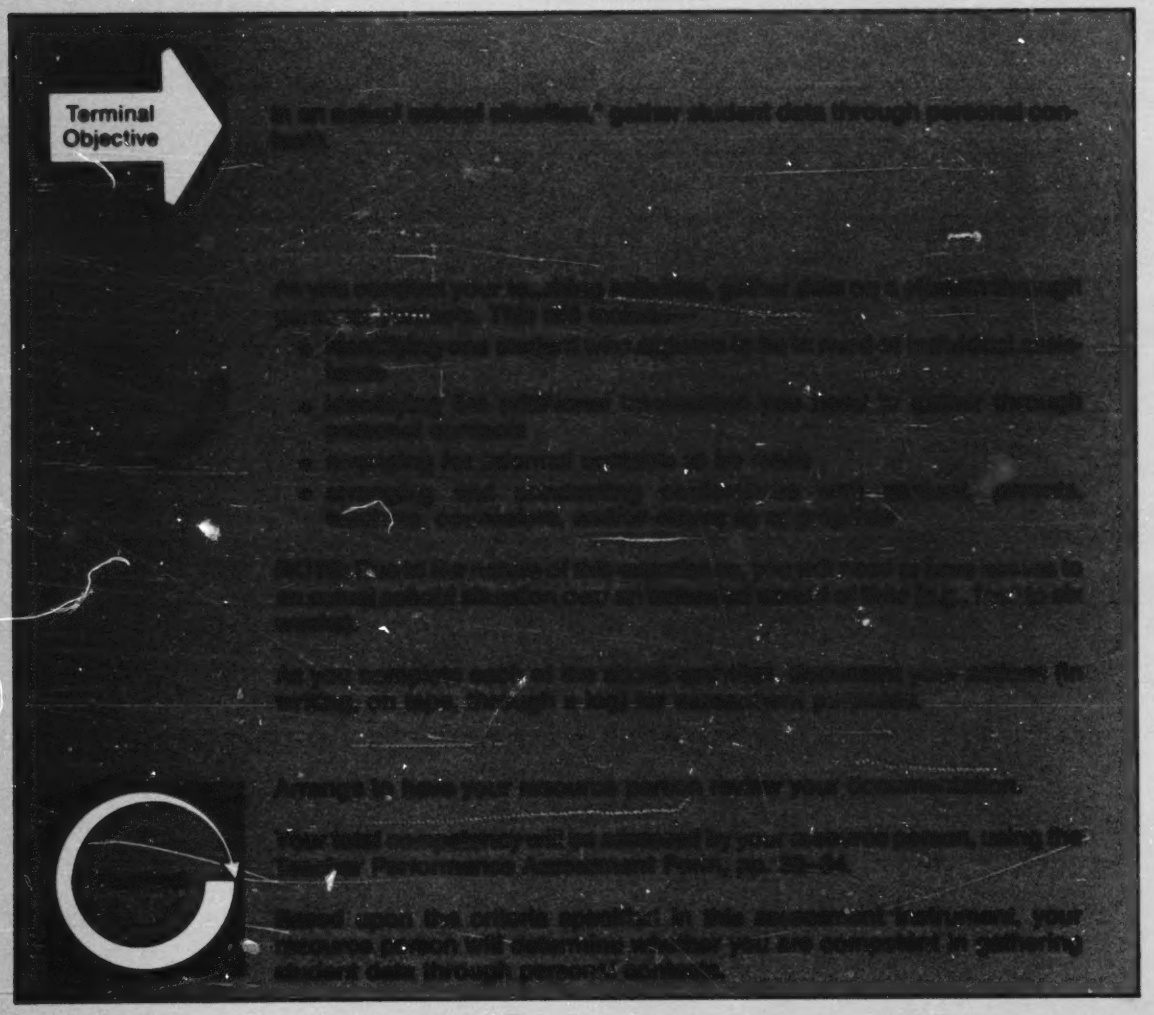
LEVEL OF PERFORMANCE: Your completed responses to the Case Situations should have covered the same **major** points as the model responses. If you missed some points or have questions about additional points you made, review the information sheet, Gathering Student Data through Personal Contacts, pp. 6–11, or check with your resource person if necessary.

NOTES

30

Learning Experience IV

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

32

TEACHER PERFORMANCE ASSESSMENT FORM

Gather Student Data through Personal Contacts (F–2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In preparation for the contact, the teacher:						
1. identified a problem or situation which merited further attention	☐	☐	☐	☐	☐	☐
2. checked pertinent student data already on record	☐	☐	☐	☐	☐	☐
3. determined what additional information was needed	☐	☐	☐	☐	☐	☐
4. selected the appropriate person(s) to be contacted and the type of contact to be made to secure the additional information	☐	☐	☐	☐	☐	☐
5. planned questions to obtain the needed information	☐	☐	☐	☐	☐	☐
6. made necessary arrangements for the contact	☐	☐	☐	☐	☐	☐
During the contact, the teacher:						
7. provided for privacy, if necessary	☐	☐	☐	☐	☐	☐
8. provided for the physical comfort of the participants, if necessary	☐	☐	☐	☐	☐	☐
9. exhibited a friendly attitude, conducive to a good exchange of views	☐	☐	☐	☐	☐	☐
10. clarified the purpose of the contact	☐	☐	☐	☐	☐	☐
11. was a good listener	☐	☐	☐	☐	☐	☐
12. was unbiased	☐	☐	☐	☐	☐	☐
13. was prepared to answer questions about school policy, course offerings, etc., if necessary	☐	☐	☐	☐	☐	☐
14. obtained the information for which the contact was made	☐	☐	☐	☐	☐	☐

After the contact, the teacher:	N/A	None	Poor	Fair	Good	Excellent
15. made notes and interpretations concerning what had occurred	☐	☐	☐	☐		
16. entered appropriate information into the student's record	☐	☐	☐	☐		
17. treated all information obtained confidentially	☐	☐	☐	☐		
18. took appropriate action	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • Athens, Georgia 30602 • (404) 542-2586